



The American Teacher
MAGAZINE

*Business
Teacher*

Lawrence G. Derthick
On the Task Ahead

Teaching Students To Think
Labor's Tribute To Teachers

OCTOBER 1954

Guest Editorials

THERE IS NOTHING of greater importance in the work of the A.F. of T. than the defense of the teacher who has a just grievance. His union brothers stand ready and willing to work for him with all the resources at their command at the local, state, and national levels.

Importance of Grievance Procedures

Every effort is made to reach understandings and adjust differences quietly. But if fair dealing is denied, the union teacher is urged not to resign in despair, but to stand firm and defend himself, bringing the powerful influences of publicity into the case if necessary.

The union recognizes that in taking this hard course the teacher is strengthening public respect for his profession. The union honors him for this and also for protecting his fellow teachers who very probably will suffer similar injustices if he accepts injustice passively.

The public will stand by the teacher if it is given the facts, and the union will see to it that it is given the facts. Americans want their children to be taught by teachers with courage and self-respect.—From *News and Views*, Cedar Rapids (Ia.) Federation of Teachers, Local 716.



A RECENT article in the *American Teacher* magazine pointed out many of the extra duties burdening teachers across the nation and the negative effect upon the students' academic progress. It seems that many communities have reevaluated their educational programs and have renewed and strengthened the conviction that the classroom teacher in the final analysis exercises the most important influence in the child's formal education. It is not surprising, therefore, that many school systems are making serious efforts to reduce the number and extent of extra duties for teachers, enabling them to spend more school time promoting the students' academic progress.

Sister Marie, speaker at a recent in-service program in Berlin, also outlined the myriad of extra duties put upon teachers and pointed out that these duties sap the teacher's energy. Some of the extra duties all too familiar are: collecting picture money, bank money, milk money, lunch money, bus duty, noon duty, morning duty, correcting standardized tests, and commercial promotions within the school system.

All of these extra duties burden the teacher with extra work, and many detract valuable minutes and hours from the students' academic class time.

What can be done to alleviate this situation? In neighboring towns a new banking system has been implemented whereby the parents fill out the necessary information and place the money in a sealed envelope. The teacher simply collects the envelopes and valuable minutes are saved for instruction. It is conceivable that similar methods could be applied to other fund raising chores.

In other towns, part time workers have been employed to correct standardized tests and to take over

such duties as bus duty, lunch duty, et. cetera. And let us not forget that some Connecticut towns have the school registers filled out by office personnel.

Yes, indeed, much can be done to lighten the burden of extra duties for teachers. From the economic standpoint it also makes sense. It is penny wise and pound foolish to permit specialized professional people to do tasks which not only could be undertaken by less highly trained personnel, but which prevent the teacher from spending her time doing what she is paid to do, to teach the children in her class.—From the Berlin Teacher, publication of the Berlin (Conn.) Federation of Teachers, Local 1233.



PHILADELPHIA teachers have been asking the Philadelphia Federation of Teachers how the administration was able to release to the press statements that the experimental TV program has resulted in more learning by the TV than by the non-TV students. These "facts" were announced after only one year's trial on a limited basis.

An Evaluation of Teaching by Television

Teachers are puzzled since they hear that many of the teachers and pupils involved are dissatisfied with the TV instruction. One high school has dropped out and another is planning to do so.

The administration claims that test scores of TV students were higher than for the non-TV groups, but they have not furnished the results to the schools despite requests from teachers.

The administration boasts that better instruction is taking place while teachers complain "the material is over the heads of the pupils." Heterogeneous groups have been exposed to a program geared to the slightly better than average. Those average and below miss out seriously and the gifted are short-changed since class periods do not permit the adaptation necessary.

In publicly-released plans, the teacher time saved was to be used for remedial instruction, but no mention of this was made in the report.

Teachers and students are flooded with new paperwork, (outlines, worksheets, evaluations, et cetera) leaving little time for individual instruction or experiments in the two non-TV periods per week (formerly one).

The Federation is concerned about the method of evaluating such an important and expensive experiment, and has submitted a questionnaire. The Federation wants to know:

- 1) How the schools and classes have been selecting both experimental TV and control?
- 2) Whether the teachers of control classes knew they were in the experiment and informed as to the content of the TV course?
- 3) What standardized tests were used? Were the same tests given to both the TV and control classes? With what results?—The Reporter, Philadelphia Federation of Teachers, Local 3.

THE

President's Page

By Carl J. Megel

BY THIS TIME you are well into the new school year. For many of you, some improvement exists in your teaching position compared with one year ago. The vigilance and the relentless campaign of the *American Federation of Teachers* must be credited with some small part of this accomplishment.

As a teacher organization, we constantly are alert to the problems facing the classroom teacher. But, if we are going to build the kind of American educational system which will fit America's children for life in the atomic age, much more must be done.

The convention of the *American Federation of Teachers* came to grips with many of these problems. M. Van De Moortel, general secretary of the International Federation of Free Teachers Unions, who was our convention guest in Minneapolis, in a letter from him which I received today, stated:

"I express my admiration for the *American Federation of Teachers* as I saw it at work at its convention; the height of the views with which it approaches the professional problems; the courage with which it struggles in difficult conditions for solidarity among all salaried workers makes it difficult to understand why all teachers are not members."

Most certainly we have difficulty understanding this ourselves. However, we are hopeful that the coming year will find more teachers than ever before joining our ranks and helping us to make the teaching profession the finest in the world.

TO THIS END, I am happy to report that the *A.F. of T.* now has four full-time national representatives organizing and servicing Locals from coast to coast; that nine state Federations have full-time representatives, made possible through *A.F. of T.* financial subsidy; and that eight Local unions now have full-time representatives—all of whom are receiving *A.F. of T.* financial assistance. This expanded staff will be of great aid to Locals in all areas.

It was with this thought in mind at the convention that I set a quota of 60,000 members as our goal for the coming year. We confidently expect that we will



Mr. Megel

attain this quota. Most assuredly we can do this if each and every one of you will use your efforts and influence to enroll more and more new members into our organization. The fact remains that the real work of organizing must still be done at the local level—school by school, and member by member, personally enrolling new members into our organization.

IT IS ESPECIALLY fitting that you give aid and assistance to all of the new teachers in your system and through your efforts enroll them into the *American Federation of Teachers*.

We had many new teachers at our convention in Minneapolis. Many more have good union background and a faith in the *American Federation of Teachers* as the organization in which they can place their hopes for the future. These young people have a real concern for teaching as a profession. Your help now in directing their ideals and aspirations into membership in our organization is a contribution of which you may long be proud.

The whole purpose of the *American Federation of Teachers* is one of service to its local unions. There is no power greater than unity of purpose and strength in numbers. It is for this reason, that my major emphasis through the years has been to increase our membership, to provide revenue so that we can give needed services to our Locals, and strength through which we can effectuate our program.

It is gratifying, indeed, for me to see the membership growth which we have experienced, but more especially through the 21 or 22 full-time representatives we now have actively organizing and servicing, tremendous organizational vistas come into focus.

A QUOTA has been set for your Local. This quota can be attained! Won't you help your membership chairman by sending in the dues and registration card for that new member, or by setting up a meeting and inviting informed union people to attend and to address the group?

Sixty thousand can be easily attained if we all work together. Together, let us make this the biggest membership year in our history and then move on toward our minimum goal of 100,000 members.

The American Teacher MAGAZINE

Volume 41, Number 1



October, 1959

On Our Cover

Teacher on our cover is Harold J. Gardner, past president of the St. Paul Park (Minn.), Federation of Teachers, Local 1125, and high school bookkeeping and typing teacher who also coaches in dramatics and speech.

Gardner has been active in the affairs of Local 1125 since 1952, and held its presidency three years, while more recently also leading its salary and other negotiations.

He was a member of the Minnesota Federation of Teachers legislative committee for two years, is active in metropolitan and suburban A.F. of T. councils of his area and a delegate to the St. Paul Trades and Labor Council.

He holds a Masters from the University of Minnesota and is a member of Delta Pi Epsilon. His Bachelors was from St. Cloud State Teachers College. Student is Diane Warnick, junior.

Photo by Don Waldbilling, also a past president of St. Paul Park Local 1125, a mathematics teacher and amateur photographer, who now becomes a member of the *American Teacher* magazine Cover Photographers Club and will receive \$50 for his contribution. (See *American Teacher* magazine, Oct. 1958)

Published by

The American Federation of Teachers, affiliated with
The American Federation of Labor
and Congress of Industrial Organizations

Editor: Marie L. Caylor

Editorial Advisory Committee:

Charles E. Boyer
David S. Cramer
Robert DeMars

James L. Fitzpatrick
Mary J. Herrick
Carl J. Megel

Contents

- 2 Guest Editorials
- 3 The President's Page, by Carl J. Megel
- 5 Teaching Students to Think, by Henry Arnold Black
- 7 A.F.L.-C.I.O. Tribute to Teachers, by Boyd Wolff
- 8 Grievance Procedures Spelled Out
- 9 The Task Ahead for American Education, by Lawrence G. Derthick
- 10 Smaller Classes, More Homework, Major Needs
- 11 Arbitration, an Educational Process, by Warren H. Pyle
- 13 Education in Israel, by Shalom Levin
- 15 Union Teacher Talk
- 18 Bureaucracy Handicapping Education
- 18 Minneapolis District Wins Autonomy
- 22 A.F.L.-C.I.O. Scholarship to Spires Student
- 23 New Books of Interest to Teachers

Copyright, 1959 by the American Federation of Teachers. Entered as second-class matter October 15, 1942, under the Act of August 24, 1912. Re-entered at Waterloo, Wis., under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of February 28, 1925, authorized November 3, 1926. SUBSCRIPTIONS. \$1.50 for the year — Foreign \$1.60 — Single copies 40¢. Published four times yearly in the months of February, April, October and December at Waterloo, Wisconsin. Executive, editorial and advertising office, 28 E. Jackson Blvd., Chicago 4, Ill. Subscribers are requested to give prompt notice of change of address. Remittance should be made in postal or express money orders, drafts, stamps, or check. Available on microfilm through University Microfilm, Inc., Ann Arbor, Mich. Postmaster: Please send Form 3579 to 28 E. Jackson Blvd., Chicago.



TEACHING

Students

to THINK

By Henry Arnold Black★

TO MAKE CERTAIN that the ideas I am presenting will be clear, I am going to indicate my plan of procedure. In the first place, I shall discuss what I call the mechanics of teaching, the preparation of the ground for students to do their best thinking. This will include the total atmosphere and the programming.

Then I will proceed to the main body of my thesis, the discussion of the subject matter and the ingredients of thinking. It is necessary to add, at this point, that I can not pursue any area too deeply nor too thoroughly because of space limitations; therefore, I shall state my idea and then present just a sample or two. I also reserve the right to make up my own categories and classifications. For my major discussion, I have selected four questions on which to elaborate in order to indicate how I teach students to think.

They are: 1) *the question of analysis, specifically, function*, 2) *the question of by-products*, 3) *the question of verbal reasoning*, and 4) *the question of writing*.

It has always seemed to me that the best learning results when the mechanics of teaching are clear, not only to the teacher but also to the student. Youngsters thrive on disciplined activity, whether it be of the body or the mind; therefore, the teacher must know the road he is to travel during the year and the goal he is trying to reach.

Since there are two kinds of reasoning that man functions with, verbal and mathematical—and I like to think that the verbal precedes the mathematical—it behooves the teacher to set his goal with this in mind. That goal is, then, to teach students to think so that proper communication will result.

*Curriculum director, Springfield Academy; member National Council of Teachers of English, and past-president, Springfield (Mass.) Federation of Teachers, Local 484.



Mr. Black

This, to me, is the focal point of the English teacher's job—proper communication.

WHAT is the approach? Very simple. Set the atmosphere first: this is nothing more than the pattern of the teacher's behavior and attitude toward the student. Firmness, friendliness, and empathy! How much and what can be expected? What are the standards—which must be adhered to, once set?

Disciplining the mind requires plumb-line sighting. Any sway from the point renders the final product valueless. That plumb-line, however, can move up and down; it may be within fractions of an inch of the point, or it may be fairly distant. So the teacher will have to be constant, and yet movable. As for empathy, I prefer the word to that of sympathy. Sympathy, like tolerance, looks at the student from the teacher's point of

view; empathy looks at the student from the student's point of view.

Teachers should not feel something *about* students; they should feel *with* and *within* students. I have always had the impression that sympathy was too objective to meet the needs of rapport and good teaching. Finally, is it too trite to add that a sense of humor, even at the expense of the teacher—no matter how *corny* youngsters love it—can carry many a day to success? The above ingredients are the angel's brew of teaching.

Secondly, after and during the setting of the atmosphere, the teacher must present to the student a very definitive program of work. Regardless of what kind of program is put into practice, it must be clear; it should be an overview of the year's work; and the student ought to have a copy of the scheduled work.

Since I am discussing how I teach students to think, I shall present my type of program. In the first place, very briefly and in outline form, I mimeograph the yearly program which is divided into three parts: narration (short story, novel, drama), exposition (biography, essay); and versification. I describe and explain the various sub-divisions and include a bibliography of writings to be read in school and out.

In addition, each of my college preparatory students is asked to read three books of fiction, one biography or autobiography, one general non-fiction, and Edith Hamilton's *Mythology* during the summer months. Since my school system has six marking periods, I issue a more detailed mimeographed schedule of the work for the individual periods as they come chronologically.

THIS SCHEDULE is outlined under four headings: 1) composition, with the fifth period for research; 2) study of some phase of literature, as

outlined above; 3) mechanics, spelling, punctuation, grammar, usage, word study—all growing out of a pupil's reading; and 4) extra credit work, required of all potential A students.

Every Monday is set aside for composition and revision; every Tuesday, Wednesday, Thursday, for literature; and every Friday, for mechanics. These outlines are merely guides for procedure, not rigid plans for teaching.

Now that the pattern of work and the atmosphere have been set, I shall proceed to the implementation of this type of program. Primarily, the hub of the English program should be reading. From this hub should radiate all the other elements of English. Granted this assumption, I shall leave this matter and go on to my first major point, the question of analysis, specifically, the part that function plays.

Of course, before any discussion of a piece of writing can take place and before any questions or problems can be posed, the student must know the information contained therein. A short five to ten minute quiz is all that is necessary for testing information. This is part of that good old-fashioned drill in which I implicitly believe and without which adequate learning can not proceed.

We all accept drill as a fundamental concept of learning in all other areas of endeavor: sports, music, art, science, law, medicine, *ad infinitum*. Let us accept wholeheartedly and unashamedly the concept of organic drill in our English midst. To return to this matter of testing, I hold that, other than drill, any other exams should be designed to elicit answers based upon analysis and interpretation.

FOR EXAMPLE, with the idea of function in mind, in the short story of *The Three Strangers* by Hardy, what is the function of the introductory paragraphs? How and why do the characters operate in terms of this function? Attack or defend Hardy's consummation of the story as a result of this function. These and many other like questions force the student to use his information and thus to do some basic reasoning in causes. Again, this time in *The Return of the Native*, Hardy has Johnny Nonesuch appear four different times. (This is an excellent chance to illustrate what I call a by-product: a discussion of the names of fictional characters.)

On the assumption that the best writers have reasons for everything

they put in their writings (the law of economy), what is the purpose of Johnny? How does Hardy tie this purpose in with the pattern of the whole? What is the function of Chapter 1? It is loaded with symbolism and imagery even though it seems basically just descriptive. Various by-product discussions can ensue.

Three items come to mind: 1) the levels of interpretation, 2) the methods of beginning narrations (with emphasis here upon Shakespeare's openings), and 3) comparisons with the openings of other like novels (specifically, *Giants in the Earth* and *The Turmoil*). To pursue further this one item of function, what is the function of the storm in Chapter 12 of *Huck Finn*? What is the function of the servant in Act I of *Romeo and Juliet*? In *The Turmoil*, why does Tarkington have Jim killed so early in the story? And why in that certain manner? In exploring this one topic of function in the total picture of analysis, the teacher can develop a fund of material leading toward an understanding of the author's philosophy of thinking and that of the student.

A SECOND consideration of the problem of teaching students to think is the question of the by-products of teaching. I have already pointed out two instances of by-product teaching. The term means those elements of learning that grow out of the discussions of a piece of writing, yet are not fundamentally a part of the work. As an example, in discussing Chapter 14, *Was Solomon Wise*, in *Huck Finn*, the teacher has a fine opportunity to digress from the normal pattern of give-and-take and to bring up the subject of logic, for it is in this chapter that Jim talks about the French people and gives reasons why they are silly to talk French when it is so much easier to talk English.

The devious reasoning used by Jim to prove his point would certainly amuse the student if he understood the thinking process involved in this bit of by-play. Also, it is in this chapter that Jim, again, uses his so-called reasoning powers to prove that Solomon was not so wise. Without help of this kind from the teacher, it is a rare pupil that appreciates or understands these two conversations between Jim and Huck.

A further by-product can develop out of this chapter: a discussion of the author's use of titles. What is the relation of the title to the chapter itself and to the book as a whole? Why this particular title? Twain entitles Chapter 1, *Moses and the Bulrushers*.

Not only is there the opportunity

to discuss the meaning of the title and its function and relation to the biblical story and to the book itself, but the chance to discuss Mark Twain and his religious philosophy. Furthermore, why does the author spell the word *Bulrushers*? Many of these overtones can be brought to light in order to add meaning and understanding.

A FURTHER probing into the question of by-products will reveal another field for student learning. This is the matter of structural patterns in the essay. It is not enough to learn new words, to get the information, or to answer analytical and interpretative questions. In this case, it is also prime that the student understands the pattern of thinking of the author. Here are two essays that lend themselves toward this kind of structural analysis, one difficult and one easy: *The Development of Man* by Muller and *Snarl Words and Purr Words* by Hayakawa.

The very simplicity of the pattern of this latter essay, which introduces the idea of pre-symbolic language and then proceeds very neatly to discuss the four pre-symbols, is very revealing to the student and rather intrigues him. On the other hand, the very difficulty of the Muller essay scares the living daylights out of him until he is shown how the author's philosophy evolves from the structural pattern.

It is at this point that the by-products crop up. Why does an author write? How does he go about building his writing? For whom does he write? These questions, in turn, will bring up the topic of revision, the soul of good writing. The student should be taught that the first draft is always the skeleton; the last, the body intact. Revision is the reason that I prefer the short composition.

THE THIRD AREA of teaching students to think, the question of teaching reasoning *per se*, will definitely demand practice and drill. The topics that come under this heading are analogies, logic, slanting, comprehension, and semantics. For exercises on the analogies, the Manter Hall and the Education Advisory Center workbooks have adequate material. Not only should the student be shown the different patterns in the analogies, but he should be made aware of the relationships that are inherent in the pattern and the reasons for the relationships.

Furthermore, he should be expected to ferret out some of the larger hidden analogies that occur in his reading. This presupposes the expanded study

Turn to Page 20

A.F.L.-C.I.O.

Tribute To Teachers

By **BOYD WOLFF**



Mr. Wolff

Teachers who view or have viewed the 23rd in a series of A.F.L.-C.I.O.-produced "Americans at Work" public service television programs, a major contribution to adult education, over stations country-wide (American Teacher, Sept. 1959) will wonder at the power-packed understanding of the profession in the narration. Unseen writer of the script was Mr. Wolff, former payless paycheck teacher. So that you may enjoy reading the narration, whether you heard it on TV or not, the American Teacher magazine deviates from usual policy and publishes it adjoining.

A *PRODUCT* called the future—your children—is molded in 54,000 communities known as school districts by more than one and a third million Americans at Work!

The nation's teachers are represented in the A.F.L.-C.I.O. by the *American Federation of Teachers*—working to secure a better education for America's children and to improve the status and welfare of the teaching profession.

A college education for every qualified student is the goal of educators in our jet-propelled society.

But the grade school is the beginning and the foundation. If Waterloo was won on the playing fields of Eton, then the playgrounds and classrooms of our own public schools are equally important in the destinies of our children. Seven hundred thousand elementary school teachers—more women than men—are the first contacts of children with the world of the school.

Theirs is the job of gently leading stout individualists into reasonably good behaviour as members of a group. A knowledge of child psychology as well as specific talent in singing and rhythmic movement helps.

The teacher must hold a certificate from the State which shows that she has had special training in knowing children, the place of the school in the community, materials and methods of instruction and proving that she has had practice teaching in actual school situations.

She must have endless patience and share with her charges the belief that each day is the beginning of creation.

She usually spends all day with a single group of pupils, in many cases seeing more of the individuals in her class and getting to know them better than their own parents, although there are frequently more children than she has time for.

A *T FIVE*, a citizen of the 1980's takes her first step into the future—who knows how far it will take her? Father and mother have up to now been the prime influences. Now a strange woman, but an understanding one, enters her life to bring her into the world of know-how and good citizenship.

The teacher leads the pupil into a more and more complicated world, grade by grade.

Arithmetic can be a scary word when you're 7 or 8 years old, but learning to count and make change is a most practical matter. It is a giant step into the future from counting on your fingers to the twelve tables; it was a giant step from the past when the battles by organized labor for free public schools, for abolition of child labor, for compulsory education, for free textbooks were won in most states.

To count, to read, to draw—these seemingly simple things we must do well before we enter all the new ages of the electron, the atom and of space, that are upon us—all of us, *not some* of us.

The teacher is equipping us with a new kind of literacy, but it still begins with reading and writing—two keys to freedom that the student obtains from the dedicated teacher. Neither teacher nor student can stop learning as long as they are growing human beings.

From today's classrooms will come a way of filling our need for more scientists and engineers, for more practitioners of the humanities and for better diplomats and social scientists. The teacher must find a way of bringing yesterday, today and tomorrow together.

The teacher deals daily with the most delicate precision instrument in the universe—the human mind—an instru-

ment with which most of us are extremely careless—both with our own and with others!

The teacher's commodity is not only knowledge. She or he is involved every minute of the school day in human relationships made up of faith, trust and love.

The amount of time spent in direct contact with students is like the visible part of an iceberg—small in proportion to the seldom seen, unappreciated part. The bulk of the (teacher's) workload may be in neverending paper work, planning, correcting papers, remembering.

There's no rest for the teachers even during lunch hour. For some must stand duty in the cafeteria or on playgrounds. Many go all day without the coffee break that has become an accepted custom in most other occupations. Teaching, too, may produce ulcers.

We move on and up. As life in general becomes increasingly complex, more subjects are added to the curriculum. Activities that have become lost arts in the home are taught in the schools.

Under sharp debate as to how best to do this, the teacher promotes every activity that will help the individual make the most and the best of things, through skill with hands, through sharpness of mind.

IN THE UPPER grades there are fewer students, but still too few teachers for everything that youth needs to know—500,000 to educate eight million.

Books are still the basic tool of the teacher—how to use them an invaluable skill to be acquired. An answer to almost any problem lies in a book on a library shelf somewhere.

With books, the teacher can bring to every member of her class the best that has been thought and said by anyone, anywhere, at any time. Through the proper use of books, the teacher leads the student out of the realm of superstition, ignorance and fear into the world of enlightenment.

All that has gone before must somehow be distilled. All that is happening must be explained. All that is to come must be anticipated.

Not all of a teacher's work is mental by any means. Physical education has been considered an integral part of the curriculum in most educational systems. It is common for many classroom teachers to take on unpaid coaching duties in addition to their academic courses.

Through games and sports of all kinds, both in the gymnasium and

outdoors, lessons are learned that cannot be taught at desks. Here, the instructor can find out how the pupil gets along with his classmates, how he approaches life.

The student is building his standards of fair play, self-respect and developing healthy attitudes toward winning and losing through the behavior of the coach.

To do this, the classroom teacher doubling as coach will have to take this much time from some other part of the day for his other work.

COUNSELLING may well be one of the most valuable services the teacher can offer the student, helping him select the most suitable college or vocation or dealing with personal difficulties.

To the high school senior, the future is pressing close upon the present. This is work for the teacher with special training and exceptional insight and sensitivity. Counselling can be harder than subject-matter teaching because any problem may arise and the problems of young people have a way of being particularly unpredictable.

The teacher's life is absorbed by the community as well as the classroom. Committee work for the Parent-Teachers' Association is part of the continuous process of educating the public, for these days, nobody's education ends with leaving school or with graduation.

Your union teachers tell you, Mr. and Mrs. Public, that there is nothing wrong with your schools that money would not cure. Today's teacher considers it part of the job to team with

school administrators and parents on such common concerns as school construction, scholarships, combatting delinquency (both juvenile and adult), child health and welfare services, Federal aid to education and teachers' salaries.

THIS WORKER—the teacher—whose chief tool is his brain—cannot look forward to shorter hours through such technological advances as automation.

More often than not, he must take home with him the whole burden of today's problems, tomorrow's plans.

After a day of teaching, coaching, counselling, conferring with colleagues or community leaders, the teacher faces evenings and weekends differing from the workday only in their loneliness. It is on his own time that the correcting, planning, reporting, keeping abreast of professional developments must be done.

He may be pursued over the telephone at home by a student or parent with unfinished business that won't wait until regular hours. In many cases—too many cases—he could use the after-school hours for another job to supplement his income.

Added to this is the wonderment where will the teachers for an additional 17 million students, in the next 10 years, come from?

Teachers of tots . . . teachers of teenagers and adults—members of the *American Federation of Teachers, A.F.L.-C.I.O.*, will follow the historic role of organized labor in school improvement. Americans at Work—for you!

Grievance Procedures Spelled Out

GRIEVANCE procedures are spelled out, step by step, with unusual clarity in a contract negotiated by the *Cahokia-Commonfields Federation of Teachers, Local 1272*, in St. Clair County, Ill., and its board of education.

Provisions are backed up with a clause stating that at all steps, the grievance committee or bargaining representatives of the local *shall* be present and have the privilege of participating.

The first step of a teacher with a grievance is to notify the Local, and then negotiate with the principal or administrative supervisor of the school.

If this does not bring results in five days, three copies of the grievance, in writing, are to be sent to the superintendent who endorses the time and

place of a hearing on each copy—the time to be not less than two days or more than ten days thereafter.

AREPLY in writing by the superintendent with a copy of the complaint is to be returned to the Local and the teacher concerned.

If the issue is not resolved in five days, then in another five days, the grievance and the superintendent's answer must be sent to the board of education for a decision.

The board then has five days to notify Local 1272's grievance committee and the teacher of a time and place for the dispute to be negotiated.

Art Mills and Patsy Smith, both of East St. Louis, are president and secretary of the Local, and William Kellenberger is treasurer.

THE TASK AHEAD

For American Education

BY LAWRENCE G. DERTHICK

U.S. Commissioner of Education. Highlight of his address at the 19th annual education conference, Chicago Teachers Union, Local 1.



Dr. Derthick

THESE ARE MOMENTOUS and troubling times for teachers—and for all men—as we watch whole nations and systems of government waging economic, political and intellectual warfare against each other.

We see a world divided into two diametrically opposed camps, ours and the Soviet's. Between lie the uncommitted millions in Africa, Asia and the Mid-East whose great populations and incredible reservoirs of natural resources may well swing the balance of power in the years ahead.

To give meaning and clarity to this conflict is truly one of the monumental jobs facing teachers today. It involves surpassing wisdom, skill and patience, but these qualities are certainly not new to the teaching profession; they have been present in dedicated teachers through the ages. The continuing crisis of our times serves to highlight the necessity for America's teachers to be selected from among the very best of our young people.

OURS WAS the first country in the world to give all its citizens a free education. Because of our early and continuing dedication to this principle, we have become a strong nation and a prosperous one.

Nevertheless, we would be foolish not to come to grips with the reality that a nation (U.S.S.R.) of vast resources with a dangerously conflicting set of values has chosen us for their chief rival and seeks to overshadow our precious ideals and win supremacy for their system by beating us at our own game; namely, *education for all* to develop an overall population of well-trained manpower. In other words, to overcome our way of life with highly developed minds and talents—communist style.

We came back from the U.S.S.R. impressed with the Soviet's commitment to education and the nationwide effort they are making for schools, but convinced that their system does not have the potential for real education of the individual that ours does.

From the beginning—in nursery school and kindergarten—the young Soviet citizen learns the collectivist way, the group way. He learns there is no greater good than that of the State and that it is the duty of every school child to acquire knowledge persistently in order to become a well-trained citizen to be of the greatest possible service *in whatever capacity the State assigns him*.

In short, the Soviets educate their citizens to a pattern shaped to serve the needs of the State whether or not those needs coincide with those of the individual. Our system, of course, is designed to give young people the educational know-how to help them to excel in their best fields of endeavor as free individuals.

We look for the creative spark in every child and try to teach our youngsters to think independently, and how to work to develop their talents for useful happy life in a way of life which they may choose for themselves.

FOR YEARS, as we well know, students of educational finance and administrations have been urging greater investments to keep up with the steadily rising costs and mounting enrollments. I am not proposing solutions and pat formulas for producing the necessary cash. But there is no gainsaying the fact that it has to be produced if we are to maintain the quantity and quality of education vital to the needs of the times.

THE ROLE of the teacher here and in Russia is vital to the story that time will tell in both countries, and educators in both countries are sharply aware of it. The Russians, however, must turn down five out of the six

qualified applicants eager to play the teacher role.

Teachers in Russia are honored members of society with a beginning pay equivalent to that of other professions. Their classes average about 20 pupils per teacher as against 26 or more in this country, and working hours are shorter. Teaching is looked upon as a privilege. Here, in the most prosperous nation on earth, we began the school year again with a shortage of more than 132,000 qualified teachers!

Whenever I use a set of statistics about our teacher shortage it is with a feeling of frustration at the failure of all too many of our fellow citizens to grasp their significance—to realize that the good teacher is a gift beyond price to every life that he or she may touch.

The Soviets are confident that their planned society will triumph. There is much to be said for good planning, but planning which confines and restricts and puts a ceiling on individual efforts and aspirations does not belong in this category.

There is no ceiling to the power of democracy save that which is self-imposed. All we have to do to unleash the power is release the brakes of complacency and sharpen the values and the ideals which have inspired democracy.

Let us show these nations looking towards new opportunity that democracy is more than material achievement or a word to be bandied about as basic vocabulary of the cold war. It is a creed—a creed to ennoble, to enrich a man's spirit, not merely his way of life.

WE IN THIS COUNTRY are compelled, I believe, to concentrate upon a rekindling of the spirit and conviction possessed by our forefathers. For them, even on the frontier, education had a number one priority, ranking right along with food, shelter and security. In these days of international tension our frontiers are vastly expanded but the basic challenge remains the same. We must renew and assert with vigor the attitude of the pioneers.

We need to honor those who teach and those who put their best efforts into study. And I think also that we could do more—much more—to arouse in our young people greater appreciation of what it means to be an American, to enjoy the freedom to know, to be able to freely express their views, and work freely for the fulfillment of their personal ambitions.

Democracy, we need to remember,

was not built on good times and easy living. It was fashioned by God-fearing, brave and dedicated men and women who made moving sacrifices, and carried heavy burdens to gain and hold freedom. It will flourish only as long as our young people are able to understand and work and sacrifice in order to hold on to it.

IN THESE DAYS when we are so consistently portrayed as materialists it is more important than ever to emphasize the part that moral and spiritual values have played, and must continue to play, in improving our culture. More than ever we must develop in oncoming generations the ingredients of character and basic integrity which constitute the primary sources of our strength as a people.

We must do a more effective job in this age when we can no longer

enjoy the luxury of time to adjust to the impact of accelerating knowledge upon human affairs. We have to plan ahead and get the utmost mileage out of every education dollar.

The nation needs more trained manpower in every category—more engineers, more scientists, and more technicians; yes, and more philosophers, linguists, ministers, and more teachers of those who man these and so many other important professions.

But more than anything else our country needs what only a universal system of quality education can turn out—men and women of dedication and courage and moral fortitude; men and women who love and believe in the ideals of America and who are ready to work and sacrifice to keep secure and magnify our freedoms for ourselves, for our children and for our children's children.

Smaller Classes, More Homework, Major Needs

DO YOU THINK smaller classes would be more beneficial and that children should have more homework?

These two questions got the greatest number of yes answers from 200 teachers returning questionnaires in a survey by the Hamtramck (Mich.) Federation of Teachers, Local 1052, posing 16 current school issues.

Three of the questions secured teacher opinion on the teaching of foreign languages, and what languages. The 16 questions and the replies compiled by Teacher Irene Carr follow:

QUESTION	DON'T		
	YES	NO	KNOW
Do you feel that better education makes for better living?	96	2	15
Do your children read as much as you did at their age?	97	79	7
Do you think today's children read as well as you did at their age?	94	72	8
Do you think today's children know arithmetic better than you did at at their age?	76	99	10
Do your children use the library as much as you did?	67	98	0
Do television programs keep your children away from reading?	98	71	0
Do you think children			

should have more homework? 122 40 5

Would you say that schools should spend more on their program of health education? 49 83 3

Do you think our standards in elementary schools are too high for reading, writing, spelling and arithmetic? 7 134 15

Do you think that smaller classes will be more beneficial to the individual differences of each child? 101 87 12

Do you think school should be held on Saturday? 57 128 15

Do you think summer vacations keep children away from school too long a time? 57 103 0

What modern foreign languages do you think should be taught in the elementary schools? None, 23; French, 15; Spanish, 10; Polish, 15; Esperanto, 5

What modern foreign languages do you think should be taught in the junior high schools? None, 8; French, 40; Latin, 15; Spanish 20; German, 8; Esperanto, 10; Polish, 20

What modern foreign languages should be taught in the senior high schools? French, 43; Latin, 20; Spanish, 22; Russian, 27; Chinese, 1

The survey showed that 173 persons felt that the following developments may revise some educational policies: television, antibiotics, space satellites, plastics, rocket and missiles, the United Nations and nuclear energy.

Arbitration, an Educational PROCESS

By Warren H. Pyle★



Mr. Pyle

THE MANY and varied benefits of the arbitration process as a means of settling disputes, remedying violations of collective bargaining contracts and promoting harmonious relations in the teacher-school (board) committee area were emphasized by the decision in a recent arbitration case involving two teachers in Pawtucket, Rhode Island.

The two teachers, John Holleran and Mary K. Cullen, are members of the *Pawtucket Teachers Alliance, Local 930*, which has a collective bargaining agreement with the Pawtucket School Committee.

One section of the agreement between the teachers' alliance and the school committee provided that no new applicant would be appointed to fill an opening if there was a qualified teacher in service who had applied for that opening.

Teachers Holleran and Cullen have been teaching in the Pawtucket schools since about 1950, in the elementary grades. In June, 1958, the superintendent of schools posted a notice to the effect that there were vacancies for the 1958-59 school year in the secondary department. Both Holleran and Cullen applied for these openings.

SHORTLY thereafter, the superintendent mailed them letters, notifying them that they were assigned to teaching positions in secondary grades at a certain high school in Pawtucket for the 1958-59 school year. But the superintendent added that these assignments were subject to the teachers' agreement that if a later reassignment back to primary grades were deemed

necessary, they would waive their grievance rights.

Neither teacher would agree to forego future grievance rights; they declined to sign an agreement, but informed the superintendent that they were still applying for the vacancies. The teachers took the position that the alliance was their bargaining agent and that they had no right to agree to a violation of the contract.

But the superintendent remained adamant and, instead of appointing Holleran and Cullen, he selected two new teaching applicants and assigned them to fill the secondary department openings. Holleran and Cullen were retained in the primary grades. The superintendent's action was affirmed by the school board, acting after the 1958-59 year opened.

In accordance with the procedure provided by the contract, the two teachers stated their grievances on printed grievance forms. The assistant superintendent, the superintendent and school committee in turn denied the grievance; after discussion with the alliance grievance committee, the school authorities asserted that they had not violated the contract.

THE COLLECTIVE bargaining agreement provided that where a dispute remained unsettled after consideration and decision by the superintendent and school committee, the matter would be referred to arbitration. The alliance demanded arbitration and the services of the American Arbitration Association were utilized in selecting the arbitrator to hear the case.

In December, 1958, the parties presented their respective sides of the dispute to the arbitrator. The two teachers involved, the alliance president and the grievance committee were present and assisted in the presenta-

tion of evidence. The teachers and the superintendent of schools testified, exhibits were introduced and argument heard in quasi-judicial fashion. Following the hearing each party submitted a brief, summarizing the facts and stating the arguments.

The arbitrator decided in favor of the two teachers. He held that appointment of the two new teachers to the secondary department positions at a time when Holleran and Cullen had their applications on file was a contract violation. He ruled that Holleran and Cullen were not obligated to sign agreements waiving grievance rights. To remedy this violation, the arbitrator ordered that the two grieving teachers be appointed to secondary department positions within 30 days of his decision. The school board announced its intention to comply, and the teachers had won their case.

HOW CAN TEACHERS utilize arbitration as a means of settling disputes with a school superintendent or school board? One method is to attempt to have the school officials agree to arbitrate individual disputes as they arise. But there is no guarantee that such an agreement will be obtained when the need arises.

The more desirable means of securing arbitration is to include a provision in the collective bargaining agreement that any dispute arising under the terms of the agreement (or, more broadly, any dispute) which is not settled in informal grievance procedure by the parties will be referred to an impartial arbitrator. In many

★Labor attorney and counsel for the Pawtucket (R.I.) Teachers Alliance, Local 930.

cases the parties will be able to agree upon the choice of an arbitrator. But it is advisable to include a provision allowing submission of the dispute to the American Arbitration Association, if no agreement can be reached, and the association will name an arbitrator from its regular panel.

The purpose of the arbitration proceeding is to lay the difference or dispute before an impartial arbitrator who will decide on the basis of the contract language and the facts of the case. The proceedings are generally informal; technical rules of evidence and other strict legal rules are not adhered to rigidly. But an arbitrator will consider the evidence much as a court of law would. Therefore, there must be testimony or documentary evidence to support the assertions of the parties. A statement that something happened or that something was said from a person who has only second-hand knowledge will not be persuasive.

AT THE OPENING of the arbitration hearing, the parties will attempt to agree upon an *Issue*. In the Pawtucket case, the parties agreed to have the arbitrator decide whether the two teachers "were denied appointments to the secondary department in violation of the terms of the contract between the parties," and "if so, what is the remedy."

The party bringing the case to arbitration usually is asked to present its case first. This is done with witnesses' testimony and with exhibits. Then the other party will present its side of the dispute in similar fashion. When all evidence is in, arguments will be heard, and the hearing is adjourned.

Thereafter the matter is in the hands of the arbitrator. He weighs the evidence, interprets the contract provisions, and attempts to determine whether there has been a contract violation or what the contract provides in the situation before him. Frequently the parties will submit written briefs in which the evidence is summarized and arguments are stated.

Within the time allowed—usually one month—the arbitrator announces his decision in writing, with a statement of the facts as he finds them and his reasoning.

The Pawtucket contract provides that the arbitrator's findings and decision *shall be final and binding*, and this is the usual stipulation. Arbitration awards are now enforceable in the courts of most states.

Far more than the vindication of rights under the contract and peaceful settlement of disputes may be accomplished in arbitration proceedings.

Many people experienced in arbitration consider the settlement of the particular dispute only an incidental benefit which accrues to the parties. Arbitration is essentially an *education* for all concerned in living under and abiding by the terms of a collective bargaining agreement.

FIRST, arbitration teaches those involved in the dispute what their contract means. In the process of exchanging arguments and views over the particular dispute, the parties learn how to interpret contract provisions in other situations. Frequently it is seen how apparently clear and simple language becomes ambiguous and inadequate when a given set of circumstances arise.

A second important benefit obtained from arbitration is a corollary of the first: more intelligent negotiation of contracts for future years. In the Pawtucket case, for example, the school committee learned what the current contract required it to do, and is now seeking changes which would allow it more freedom in filling vacancies and in transferring teachers.

A third benefit is more able and efficient handling of disputes in the informal discussions between the parties preceding arbitration. If those involved have a better understanding of their contract and can predict how an arbitrator would rule under a given

set of circumstances, then more differences can be settled without the delay and expense of arbitration. The parties will learn where it is best to compromise their differences. Arbitration will then become a last and final resort, as it should be.

Finally, arbitration teaches what living day by day under a collective bargaining agreement means. Once the agreement is negotiated, the rules of the teacher—school board relationship are fixed. If these rules are followed, a profitable, harmonious existence is established, and both the parties and the entire community benefit. If one side is not satisfied with the provisions of the contract in some situation, its remedy must lie in changing the contract in future years.

ARBITRATION is now utilized as a means of settling differences in the business and financial worlds, in labor-management relationships and in many other situations. Disputes submitted to arbitrators may range from whether a shipment of wheat was of the quality specified by the bill of sale to whether an employee was discharged for just cause. But no matter what the dispute is or who the parties are, arbitration's most important function is educational. By arbitrating their disputes, teachers can strengthen their collective efforts and more effectively further their worthy cause.



Four Stamford, Conn., Local 1120 members back from study under National Science Foundation grants: From left, Barbara Belanich, history, who studied at University of Turin, Italy; Mrs. Sylvia Moss, mathematics, who was at Hunter, and Mrs. Nellie Spears, who went to Santa Clara University in California. Lewis J. Maxwell, standing, studied at the University of Rochester. Mrs. Spears and Maxwell also took work in mathematics which they teach.

EDUCATION in ISRAEL

How the System Has Grown
in 70 Years to 3,500 Schools
With a Half-Million Pupils

By Shalom Levin★

HEBREW education in the State of Israel dates back only about seven decades. At the beginning of Jewish settlement in Eretz-Israel—that is, 70 years ago—schools were founded at the settlements of Rishon le-Zion and Ekron. Ten years later the first Hebrew kindergarten was started—again at Rishon le-Zion—and in 1906 the first Hebrew high school, named Herzlia, was founded at Jaffa. One year before the outbreak of the first world war the construction of the Hebrew Technical College commenced, and one year after the war, in 1919, the foundation stone of the Hebrew University on Mount Scopus in Jerusalem was laid.

Now a ramified network of kindergartens, elementary schools, high schools, trade schools and agricultural schools is spread throughout the country, and in each one of the three great cities there are institutions for higher education. The Hebrew system which 70 years ago embraced a few dozen pupils now contains about half a million students; and instead of the two institutions which existed at the beginning of its activities there are now 3,500 in which 20,000 teachers serve.

TWO FUNDAMENTAL traits characterize Hebrew education in Israel, viz. 1) its gigantic strides, and 2) its creativeness.

Its strides: Our undertaking with all its types and categories has grown up in the brief span of one generation, its history thus differing from that of education in Europe. It will be remembered that in Europe it was the Universities for Christian Theology and Law that first developed and it was afterwards, in the Renaissance, that the kernel of the first high school for learning was formed, while the elementary school grew up with the in-



Mr. Levin

vention of printing and the spread of commerce; that is, in the 16th century.

The system of education in Eretz Israel arose not in the wake of economic needs, not as the result of the requirements of a developed commerce or a flourishing industry, but under the inspiration of an idea and a vision.

Neither the elementary school created in Eretz Israel first, nor the high school that arose afterwards, came to supply the needs of an existing population; they came to further a national vision and to realize an idea. The Hebrew school in general, and the elementary school and the kindergarten in particular, were designed to do an act of creation.

Educationalists frequently dispute over the function of the school: Is it to inculcate crystallized accepted values, preserve the established, educate for loyalty to existing regimes, or is it

to have a revolutionary function, to exchange old values for new ones?

While in most countries and most periods the school was a stabilizing factor serving in the main to hand down inherited values, the Hebrew school was from its inception opposed to the status quo. It did not adapt itself to the established! From its very birth it strove to change national and social realities, it even educated for revolt against the fate of a nation.

The Hebrew school was the first factor in the revival of the ancient Hebrew language, in the nursing of a feeling of love for Eretz Israel in the hearts of pupils born in various other countries, in the fusing of members of various communities into one nation. It even undertook the education for manual labor, and especially for agricultural work, of children of parents engaged in commerce, speculation, and commission agencies.

THE HISTORY of our education may be divided into three periods: 1) From its beginnings to the first world war, 2) the period of *Trends* in education, and 3) the period of national education.

When the first school was founded in 1886, it had to undertake the task of reviving the Hebrew language not only as a spoken language but as the medium of instruction. The way to the carrying out of this task was long and arduous. The teacher was alone in this fight, the public being partly hostile and partly indifferent. Overseas Jewish organizations maintained educational institutions in which the medium of instruction was French, English or German. *Alliance*, founded by French Jews, set up as early as in 1870 an agricultural school in Eretz Israel, establishing a boys' school at Jaffa in 1881. Right up to the first world war the medium of instruction at its schools was French. *Hilfsverein*, founded by Jews in Germany, set up a network of schools in Eretz Israel

★Secretary General, Israel Teachers Union.

in which, although Hebrew was taught, the medium of instruction was German.

First of all the Hebrew teacher had to adapt the ancient language to the purposes of instruction. He began teaching Hebrew through the medium of Hebrew; next he captured mathematics; afterwards history and geography; finally, a nature study.

After Hebrew had become a living language in the mouths of Hebrew teachers and pupils, the hour of victory came, when the *Hilfsverein* teachers together with their pupils left the schools in which the medium of instruction was German and set up a school in which the medium of instruction was Hebrew. The Hebrew Teachers' Organization headed this battle of languages; it led the fight and brought victory to the Hebrew school.

THE SECOND period in Hebrew education in Eretz Israel began in the twenties. After the war and following the Balfour Declaration, which promised the establishment of a National Home for the Jews in Palestine, the Jewish population grew by leaps and bounds with the arrival of tens of thousands of Jews from Europe. Under the British Mandatory Government the Jews were granted cultural autonomy and their educational system provided scope for a great deal of initiative, which was channeled into three main currents, viz. 1) the general educational current, 2) religious education, and 3) the labor trend.

It was the labor trend that was an innovation in Hebrew education. This trend arose first in the Kibbutzim and Moshavim and existed for 32 years. It arose as an organic part of the labor movement in Eretz Israel which wrote *self-realization* on its banner as a condition and a means for setting up a new society. The Halutzim in Eretz Israel, who set up the communal Kvutza and the Moshav in the faith that they were building the society of the future based on the ideal of Justice taught by the prophets of Israel, came to the conclusion that a system of education training children for physical work, mutual aid and self-government was a precondition for the existence of the new society.

Education for manual labor, a communal society and a pioneering life spread beyond the limits of the communal settlements and began developing in the towns as well. In these schools the children were trained from a tender age for physical work, mutual aid and self-service as sublime ethical values. At these schools a children's

community was set up, in which pupils were trained for democratic life, responsibility and public criticism.

The community ran a farm and was responsible for the school kitchen and its various services, and in some institutions, for order in class. The schools of the labor trend and more especially those of the communal settlements served as experimental laboratory for the project method, for the Dalton system, et cetera; in fact, every progressive educational idea that influenced the modern world found fertile soil in these schools.

THE GENERAL trend of education was also progressive fundamentally and was also based on respect for the child, but it did not specially emphasize physical work and did not give a central place to the autonomous "Children Community." The general trend embraced most of the urban children.

The third, the religious, trend gave a planned religious education to its pupils. At the religious school a large number of lessons was devoted to Talmud and Jewish religious law. As far as the Bible was concerned, it formed a subject of instruction and a main educational source in all three trends. Each of these trends enjoyed a broad autonomy in the determining of its curriculum and especially in appointing teachers and inspectors.

The period of the existence of Trends in education was noteworthy for a great deal of educational initiative, especially in the villages and in the communal settlements. The teachers regarded themselves not as employees carrying out orders but as the bearers of a mission, the devotion of many of them being most remarkable. This light was, however, accompanied by shadow: the system of Trends very nearly brought about a cultural war.

The Trends naturally strove for expansion. The activities engaged in, in the effort to attract pupils brought about grave educational errors. On registration days there was a tense atmosphere especially in new immigrant settlements, where the soul-catching sometimes assumed undesirable forms.

THE PUPILS began to demand the abolition of the Trends in favor of a unified national system. This was passed by Parliament in 1953. Education was to be national, in two shades: general national and religious national. Thus began the third period in the history of education in Israel. The aim of national education was de-

fined in Parliament as follows: "To base elementary education in the State upon the values of Hebrew culture and upon the achievements of science, upon love of the country and loyalty to the State and the nation, upon training in agriculture and handicrafts, upon Halutzic training and upon the striving for a society founded on freedom, equality, tolerance, mutual aid and love of mankind."

National education faced heavy tasks, first of all because of the quantitative growth of the system. On the threshold of the rise of the state in 1948 the Jewish population numbered some 650,000, the educational system embracing about 100,000 pupils. At the end of the first decade of the existence of the State, its general population had trebled, while its school population had quintupled. The reason for this is to be found not only in mass immigration but also in the Free Compulsory Education Act which the State of Israel accepted while still insufficiently established economically. According to this act, passed in 1950, education is provided at the expense of the State to all children between the ages of 5 and 14.

It is noteworthy that the citizens of Israel, including the Arabs, send 100 percent of their boys to school. Of the Jewish population, 100 percent of the girls, too, attend school. Thus it is that in the Free Compulsory Education Act is to be found the explanation of the fact that the school population has grown relatively more than the general population of the State.

Now the elementary school again finds itself facing the problem of teaching the Hebrew language to children born in 70 various countries and speaking 60 languages. And so we have dozens of institutions whose pupils do not yet read or write Hebrew. More than that—we have tens of thousands of children, born in backward countries, whom our schools have to train in elementary hygienic and sanitary habits.

THE FACT that the school absorbs children of different levels of culture and different communities, imposes upon it the duty of blending them and fusing them into one unit. A suitable, standardized curriculum thus gains added importance. The curriculum determined on in 1954 chose the best out of the heritage of the former Trends. It has, however, transpired that that curriculum is not suited to the intellectual level of many of the new immigrants' children.

There are educators who believe

Turn to Page 20

Union Teacher Talk



PUBLIC high school teachers in 17 states and the District of Columbia have been invited to apply for 1960-61 John Hay Fellowships for a year of study in the humanities in one of six universities: California, Chicago, Columbia, Harvard, Northwestern and Yale.

The scholarships cover an equivalent of the teachers salary, tuition and transportation. Application blanks are available from Dr. Charles R. Keller, director, John Hay Fellowship program, 9 Rockefeller Plaza, New York, and Dec. 1, next, is the deadline.

The states are: Arizona, Colorado, Connecticut, Illinois, Louisiana, Maryland, Massachusetts, Michigan, Missouri, New York, North Carolina, Ohio, Oregon, Pennsylvania, Utah, Virginia, and Washington.



JOHN D. CONNORS of Washington, D.C., education director of the A.F.L.-C.I.O., has estimated that scholar-

ships awarded to promising and deserving students by the organization and its affiliates now total more than \$500,000 a year.



JASTROW LEVIN, treasurer of the Baltimore Teachers Union, Local 340, until his appointment, is spending



Mr. Levin

the year as an exchange teacher at the William Ellis school for boys in Hampstead Heath on London's north side in England.

Levin is a science teacher in Baltimore Polytechnic Institute, and attended Simmons College, Boston, under a National Science Foundation scholarship

last summer. He is teaching chemistry in the English school.



HOLLIE W. CRAWFORD, treasurer of the Stockton (Calif.) Federation of Teachers, Local 1287, has been named chairman of the new education committee of the city's central labor council which will monitor school board meetings and screen all things educational for the council.

Crawford has been active in Democratic party politics in the area for the last 15 years, and is a member of the party's state central committee, also currently serves on other party committees and clubs of his area.



A MISSOURI legislature failed to recognize the importance of professional security in the maintenance of a competent, experienced teaching staff and voted down a bill giving Kansas City teachers tenure. The measure was backed by the Missouri Federation of Teachers. The city's school board opposed it bitterly.



BENJAMIN D. SEGAL of New York City, president of Workers Education Local 189 and education director of the Electrical, Radio and Machine



Mr. Segal

Workers International, is back from participation in European conferences and travels over the continent.

Segal was a delegate from the American Labor Education Service and also represented the A.F.L.-C.I.O. Industrial Union Department at the International Federation of

Workers Education Conference in Stockholm.

He also lectured in England and attended international trade union meetings, including the conference of free trade unions, in Switzerland and Belgium.



OUR NEW (Chicago) school buildings challenge comparison with any in the country. Public education is a matter of general interest along the avenues and also in the alleys, to dwellers in both mansions and shanties.

"Our school system has been carried to such a degree of excellence that the children of the day laborer and the

100X Area Magnifying PROJECTOR



NEW! Electric Magna-Vue Optical Instrument projects & enlarges clippings, pictures, sketches, objects in full natural color, correctly & readable. Project on wall, screen or table. **MAGNIFIES 100 AREAS.** Enlarges any material up to 3 1/4 x 4 in. to 32 x 40 in. Used in hundreds of schools, homes, businesses. Also make signs, sketches easy from any copy. Enamelled steel, 10 x 7 1/2" high. Quality 2" focusing lens. Standard 110 volt current. Money back guarantee.

(2 for \$9.50)
Postpaid

Johnson Smith Co., Dept. 808, Detroit 7, Mich.

YOUR BOOK CAN BE PUBLISHED

Our high royalty—low subsidy complete publishing plan can help you join Comet's widely recognized and successful authors. Send for **FREE** copy of How To Publish Your Book.

COMET PRESS BOOKS
Dept. AT 10 200 Varick St.
N.Y. 14

F. V. WALTERS

2 N. William St. Mount Prospect, Ill.

Magazine Subscriptions

Best Prices, Educator's Rates, Gift Subscriptions

Specials for Teachers:

Write for Information
On your school letterhead

DIGEST OF SWEDEN. 64 pages, many illustrations. Compact, condensed, complete. Covers past and present. Ideal as introduction to study of Sweden. 50 cents, two for \$1.00. Discount for quantity orders.

THE AMERICAN-SWEDISH NEWS EXCH.
630 FIFTH AVE., NEW YORK 20, N.Y.

merchant prince may drink side by side from the same font of learning."
—From a 100-year-ago column, Chicago Tribune.



JOHN KING, president of the Oakland Board of Education, told the Oakland-Alameda (Calif.) Federation of Teachers, Local 771:

"Your job as teachers is to demand from your employers, by voicing your opinions, increases in salary structure to where they will attract young men and women into the profession . . . Are they (assistant superintendents) worth twice as much as the highest paid teacher? I don't think so."



THE FLINT (Mich.) Federation of Teachers, Local 435, is seeking six improvements in fringe benefits, and Dr. Carroll Clark, the Local's immediate past president, asked for discussion with the board. The six are:



Dr. Clark

"(1) Reduction of the number of years needed to reach the maximum salary to ten years. (In the Detroit area eight to ten years is the average . . .)

"(2) Payment of Blue Cross premiums by the board. (Ten Michigan school districts now make comparable provision.)

"(3) Payment of sick and accident premiums for teachers to take care of cases of prolonged illness.

"(4) Two days of non-cumulative personal leave each year. (This would give a teacher opportunity to take care of business not possible of disposition during the week-end. Sixteen Michigan districts now have such an arrangement.)

"(5) Sabbatical leave for professional improvement with full or half pay. (Eight Michigan districts now offer this.)

"(6) A severance pay plan."



THE CONTRA COSTA (Calif.) Federation of Teachers, Local 866, took a dim view of a Richmond joint school board change in salary schedule provisions so that "when necessary, extra increments may be offered to attract qualified teachers in certain fields."

The Federation's Newsletter stated that this means new teachers may be hired on the basis of personal negotiation with the administration as to the salary step in which they will begin in



Unsung and hardest worker among an A.F. of T. Local's officers is often the treasurer. When George Daniels, second from right, ended many years of service as treasurer of the South Bend (Ind.) Teachers Union, Local 679, recently, his colleagues gave him a watch as a token of appreciation. Looking on, from left, Kenneth C. Foulks, vice president; John Fitzhenry, outgoing president who presented token, and Mrs. Irvin Manuszak, president.

the schools. The Newsletter added:

"This change could operate so that a teacher who has taught in the district for several years could be making less salary than a new teacher with the same qualifications, but with less experience."



THE DETROIT Teacher reports that 55 volunteer mothers serving a day each have taken over lunch-time tasks in the city's Fitzgerald Elementary School, allowing teachers a lunch period entirely duty-free.



THE SECOND annual education conference of the Moline Federation of Teachers, Local 791, will be Friday, Oct. 9, in the Moline Senior High School, and open to all teachers of the county.



MISS FRANCES M. HOV, Los Angeles high school journalism teacher, who has watched some of her pupils become by-line foreign correspondents, is retired after 47 years in the classroom.

She received a trip abroad from former students, an accolade from the school board, and a Master Teacher

Award from the Los Angeles Teachers Union, Local 1021.



JOHN MATLON, president of the Edina-Morningside (Minn.) Federation of Teachers, Local 1172, and Richard Scanlon, past president, were high school representatives on the committee to write the examinations for Latin and American history for the College Entrance Examination Board.



Mr. Matlon

Matlon was one of the country's 30 high school teachers to attend the Summer Institute on Humanities at Williams College, sponsored by the John Hay Whitney Foundation. He is a vice president of the Minnesota Federation of Teachers and Scanlon is director of its fall educational conference.



THE LA CROSSE (Wis.) Federation of Teachers, Local 652, with Harold Bank at its helm as president, is waging a campaign for a fiscally independent school board.

The drive was started after a "penny

saving" city council cut the 1959-60 teachers salary increase in half. The Local set up a panel on the subject of the independent board and members heard speakers also tell them: "Get into politics."



A 37-PAGE survey, "Salary Data, Paid School Days, and Fringe Benefits for Teachers in Certain Districts in America," has been completed by Dr. George S. Reuter, A.F. of T. research director, for the assistance of Locals.



EDMUND LUKASZEWSKI, member of the Minneapolis Federation of Teachers, Local 59, was interpreter in Warsaw during the summer for a group of American specialists in cooperative farm economics.



A BILL in the Connecticut legislature for a minimum 30-minute duty-free lunch period for teachers, supported by the Connecticut State Federation of Teachers, was shelved in committee after the N.E.A. "company union" declared it "impractical to administer."

FLOYD H. PEARSON, editor of the News Bulletin of the Minneapolis Federation of Teachers, Local 59, notes



Mr. Pearson

that 25 of 27 new teachers entering the system this fall have only one or two years experience, and asks:

"Of these, how many will want to subsidize Minneapolis education by accepting a low salary for 30 years to gain a pension gradually being devaluated by inflation?"

He then notes: Thirty of the 39 teachers leaving did so after two years or less—20 after the first year and 10 after the second.



A N INCREASING number of Wisconsin A.F. of T. Locals are annually awarding scholarships to deserving students, contributing the money from their funds or raising it with benefits or other. The Superior Federation of Teachers, Local 202, has its Jay

Fischer Memorial Fund, and the Maple Federation of Teachers, Local 1293, an award each year.



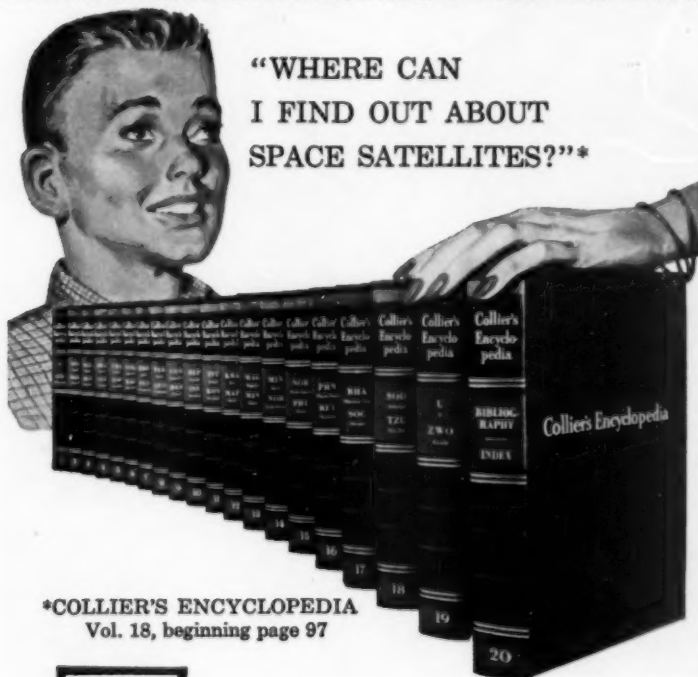
ARE ADMINISTRATIVE and supervisory salaries becoming top-heavy in comparison with those of teachers. The Oakland-Alameda County (Calif.) Federation of Teachers, Local 771, feels that they are, and published the amounts paid annually to 64 administrators and supervisors in its jurisdiction.

Of the 64, five are paid \$16,068 to \$22,500; twelve from \$12,168 to \$14,136; five from \$11,163 to \$11,739; twenty-seven from \$10,077 to \$10,836, and fourteen from \$9,054 to \$9,852.

William Weichert, a supervisor, drew the smallest amount and Selmer H. Berg, the superintendent, the largest.



CHARLES BOYER, executive secretary of the Minneapolis Federation of Teachers, Local 59, negotiated the new salary schedule in the Glen Lake School for Boys—a Bachelors minimum of \$5,260, going to \$6,760.



"WHERE CAN I FIND OUT ABOUT SPACE SATELLITES?"*

COLLIER'S ENCYCLOPEDIA

The fantasies of yesterday's science fiction have become today's realities. Inquisitive young minds are demanding to know more about the Atomic Age we live in. And Collier's Encyclopedia answers their questions with facts. Written and edited in this Atomic Age, Collier's Encyclopedia specializes in the subjects concerning today and tomorrow. Comprehensive and authoritative articles on Cosmic Rays, Space Satellites, Multi-stage Rockets, Missiles and allied subjects, have been written by experts and extensively illustrated to give both student and teacher the information they need quickly.

Each of the 50,000 articles is researched, written, edited, organized and indexed with the object of stimulating the student's interest in learning more. No wonder Collier's Encyclopedia is recommended and approved by every State Board of Education. Next time you or your students have a question, look it up in Collier's Encyclopedia!

*COLLIER'S ENCYCLOPEDIA
Vol. 18, beginning page 97



FREE BOOKLETS: 1. Enriching the General Science Curriculum.
2. Space Satellites. 3. Rockets and Satellites.

WRITE TO: Educational Division,
COLLIER'S ENCYCLOPEDIA, 640 Fifth Avenue, New York 19, N. Y.

Bureaucracy Handicapping Education

A WARNING that over-administration is creating bureaucracy in the public schools was heard at the Minneapolis American Federation of



Mr. Irwin

Teachers convention from a Los Angeles journalism teacher and A.F. of T. vice-president.

Edward A. Irwin, also president of the Los Angeles Teachers Union, Local 1021, said that subordination of the teaching program to

administrative details is robbing children of the education to which they are entitled. He urged:

"1) Re-emphasis on teaching as the primary purpose of the schools.

"2) Greater voice for teachers in formulation and implementation of the teaching program after reducing administration to the business aspects of running the school.

"3) Strengthening of credential requirements to bring the best college graduates into teaching.

"4) Raising salary levels of teachers to the equivalent of those of administrative personnel."

Irwin called "the growing tendency to subordinate the teaching program to a multiplicity of administrative details, a cardinal problem."

"TOO MANY administrators have the idea," he said, "that their position is the reason for the existence of the schools, and continue busily trying to sell the public on the idea. Actually, an administrator, like the custodian or the heating engineer, is in the school only to make the job of the teacher easier.

"The profession, after all, is teaching, not vice-principaling or even superintending. Educational leadership has become so pre-occupied with paper work details of administration that little time or thought is allowed for the formulation of an education philosophy or program for the space age.

"And typical of bureaucratic reaction, the educational bureaucrats who run our schools defend, defend, defend the status quo that nurtured them to

the positions they now hold. From such leadership or lack of leadership, no real improvement in our schools can be looked for.

"PART of the problem lies in the fact that the real educator—the teacher in direct contact with the child is rarely consulted on teaching programs and needs, and is relegated to the bottom ranks of the education hierarchy.

"We place our emphasis, importance, money and prestige on the shoulders of the administrative persons whose contributions to the education program are secondary and incidental.

"If the classroom teacher is to receive any of these professional rewards today, he must study, plan, work and scheme to get out of the classroom and into an administrative position."

Minneapolis District Wins Autonomy

After years of struggle to secure adequate taxing power, the Minneapolis school district is now independent and entirely divided from municipal authority.

The autonomy was granted by legislative action and public referendum. The school board may now fix its own tax minimum unless 5,000 voters ob-

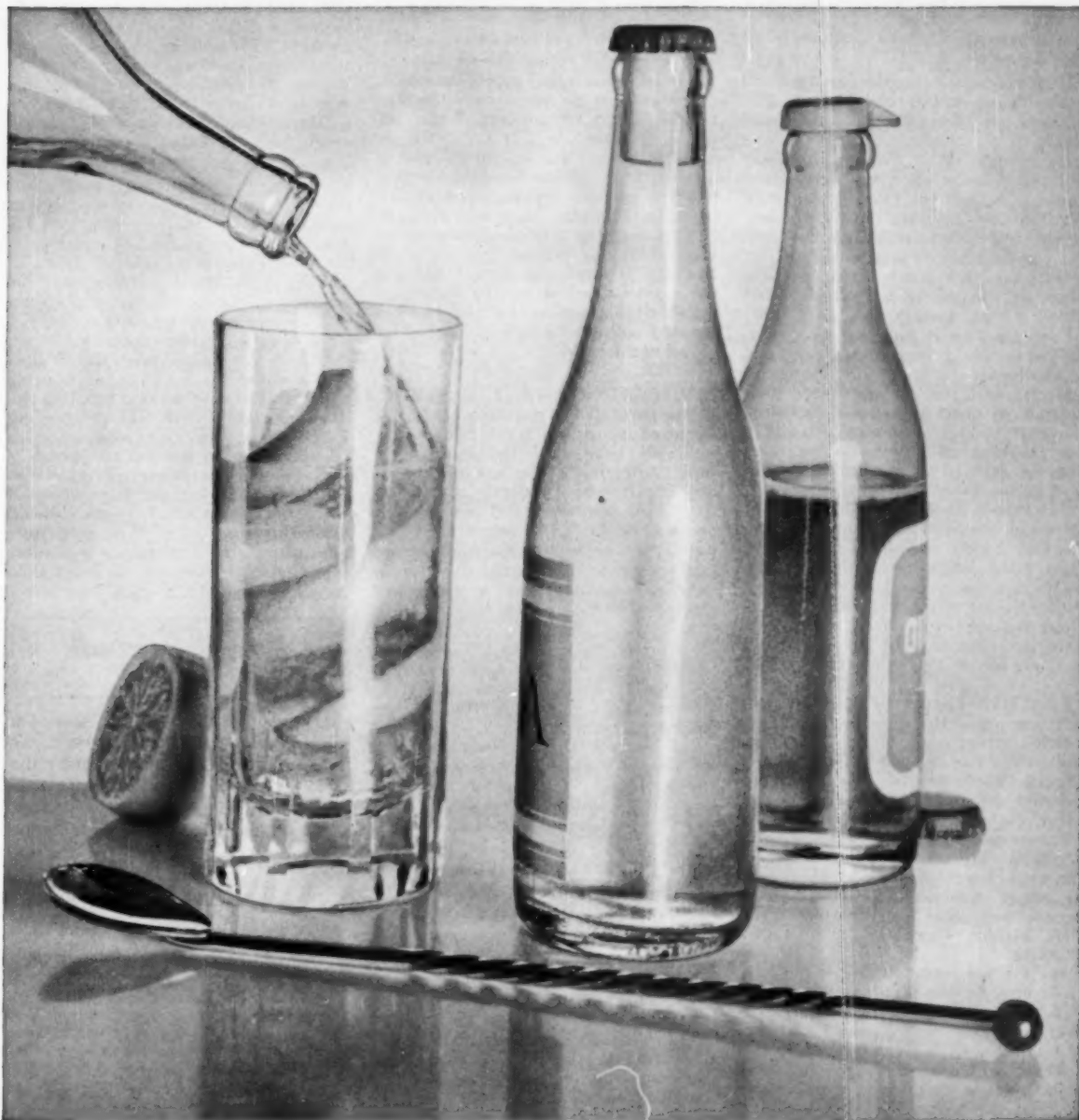
ject and request a referendum.

Charles E. Boyer, A.F. of T. vice-president, and other leaders of the Minneapolis Federation of Teachers, Local 59, were among those heading the fight for the new status. Further details will appear in a forthcoming issue.



Minnesota president of Woman's International League for Peace and Freedom and A.F. of T. leaders of league's national labor committee meet at A.F. of T.'s recent convention in Minneapolis to make plans for Jane Addams centennial celebration next year: From left, Blanche Reinhardt, committee member and convention delegate from the Detroit Federation of Teachers, Local 231; Viena Hendrickson of Minneapolis, Minnesota WILPF head, and Grace Baird, Highland Park Federation of Teachers, Local 684, the latter the chairman of the labor committee.

GLASS CONTAINERS HAVE BEEN UNION PRODUCED IN THE U.S.A. SINCE 1842



"So good in glass"

Sparkling glass bottles cannot alter the flavor of your favorite beverage. And a sanitary cap keeps the pouring lip of bottles so clean.

GLASS CONTAINER MANUFACTURERS INSTITUTE, 99 PARK AVENUE, NEW YORK

Teaching Students

From Page 6

of the analogy and its application to literature.

It is my feeling that the fundamentals of logic, as a science, should be taught, just enough so that the student becomes aware of the thinking process. *Warri-ner's Handbook IV*, Chapter 26, *Clear Thinking*, has made a start. However, there is a need for more explanation, clarification, exercises and drill material, and a definite *modus operandi* for the high school level student.

Another area which seems to have been sadly neglected is semantics—and I do not mean just the "systematic study of meaning," what words mean in certain contexts. I mean "the study and improvement of human evaluative processes with special emphasis on their relation to signs and symbols including language." This is nothing more than an extension of contextual meanings into the fields of personality adjustment and group awareness.

We should be able to take our youngsters and, through the mediums of reading and writing, have them ponder over their relationships with other persons, with their universe, and with their faith. Need I mention the host of situations that appear in almost all writings, situations that lend themselves to discussions on all the above three levels?

ALONG WITH analogies, logic, and semantics, the question of slanted writing should come up for review. In my classes, I place most emphasis upon the use of *color* words. This brings into purview the subject of connotation and suggestive meanings. It is quite a game to have the student pick out the color words in his own writing, seemingly innocent words that reveal some bias or other. Sometimes they are embarrassed; sometimes elated. More often they become thoughtful about their thinking.

As for the area of comprehension, little need be said. This is a field that has been adequately explored. However, a certain methodology for attacking a passage can be developed in the student, in addition to practice and drill. Discussions of what a paragraph is, what part the topic and concluding sentences play, and how the developmental sentences tie in with the topic idea—these can be presented to the pupil in both contexts of reading and writing.

The final question in teaching students to think is that of writing. In my classes I place especial emphasis upon three types of writing: the composition, the summary, and the research paper. Occasionally, I include some practice on the paraphrase, the precis, and the synopsis. In the first place, I insist that all theme topics evolve from the reading of the student, that the subject is one that challenges the think-

ing powers of the student, and that the material has relevancy in terms of the experience of the student.

I am not entirely convinced that the youngster needs to know who the third murderer is in *Macbeth*—this is a scholarly exercise for the bright—as he needs to know what part greed, ambition, power play in his world. Secondly, the length of the composition is the student's business. At this level, we are seeking quality not quantity, and a quality theme of one hundred words is worth a bushel of words done in desperation. Thirdly, in order to make certain that the student knows where his thinking is headed and what his thinking is doing for him, I demand the three-paragraph or the four-paragraph theme, unless the pupil shows unusual ability to handle a manuscript of greater length.

THIS REQUIREMENT gives me the opportunity to discuss a paragraph of introduction, which must directly or indirectly bear upon the title (noun topic variety); a paragraph or two of development with proper topic and concluding sentences; and a paragraph of conclusion which restates the proposition being developed, makes an appeal for action, summarizes the idea(s), or uses a combination of the above three endings.

In other words, all concluding paragraphs must in some way involve the title. I know this is highly oversimplified, but it certainly seems to lead to clearer thinking on the part of the student. Lastly, I demand an outline, which may be written before, during, or after the writing of the paper. Eventually, in making the outline, the student will discover the major faults in development and organization.

The brevity of my statements concerning the summary will not be in agreement with its importance. It is my belief that the vast majority does more summarizing of the things it sees, hears, reads than any other kind of *thinking*. This is the kind of writing that should be emphasized. Three times a week, my students write summaries of stories, novels, plays, biographies, poems. Within the limits of the type of reading they are doing, I require the following information to be written in five to seven sentences: title, author, time, place, situation or problem being developed, and the consummation of the story or the end result of the thinking of the author.

Until now, the student has been learning to expand his thinking, to develop point after point; now he is to learn to condense his ideas, ideas gleaned from his readings. Occasionally, I have him summarize his own manuscript.

SINCE a controversy has been raging in the past two years, a controversy concerning the writing of the research paper (resource theme to the uniniti-

ated), this article gives me the opportunity to enter the lists. I am for the writing of the research paper. My experience in teaching research to youngsters from the sixth grade up—and with phenomenal success—has led me to this position. In addition, my former college-bound students have reported to me of the inestimable value of this type of writing; and, finally, I have a colleague who has just as successfully taught research on the sixth grade level.

Is it necessary to repeat that the college- and business-bound student will do research papers and reports rather than *creative* writing? The creative writer will write in spite of and regardless of the teacher; therefore, time, if nothing else, should dictate that we relegate to the special class or group the one-half of one per cent of the students who will write creatively.

"The time has come," the Walrus said"; and it has come for me to make a few final observations on teaching students to think. Drill and practice are necessary; a massing information is good; writing to develop techniques is fine; reading for pleasure is excellent. But, these are just the ingredients of verbal reasoning, which in turn should eventually develop a thinking person, one who can communicate on more than just one level and in more than just one area.

Israel Schools

From Page 14

that it would be desirable to formulate a special curriculum for the latter. This opinion has aroused stormy discussions, its opponents fearing that the use of distinct curricula would perpetuate the existence of two distinct cultural levels, thus delaying the fusing of the new immigrants and the veteran population. There is no denying the fact that there is backwardness at studies, even resulting in premature school leaving. The Government Education Department has in recent years organized supplementary classes for children who are backward. This year classes, called pre-high-school, have been opened for the purpose of preparing for high school children who finish elementary school but find theoretical subjects difficult.

The Jewish Renaissance engraved the ideal of labor on its banner. To this day every Israeli is aware that the production of the population is essential for the proper independent development of the State of Israel. There is no doubt that the school is calculated to assist the efforts of the government to transfer tens of thousands of youth to handicrafts and agricultural work. In accordance with the production policy, hundreds of pre-trade school classes have been opened in recent years for children aged 12 to 14.

In the course of the two years of the pre-trade school Classes VII and VIII of the elementary school, the pupil received the professional training given in one year of trade school. This means that a pupil completing an elementary school of

Turn to Page 22

All Outstanding All Union-Made

Buy them with confidence!

for home or office, nobody but

Remington Rand.

Division of SPERRY RAND CORPORATION

*makes so many lines of quality
products, union-made and
union-labelled.*



PORTABLE
TYPEWRITERS



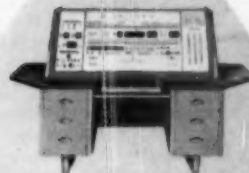
FILING
CABINETS



ADDING
MACHINES



STANDARD®
TYPEWRITERS



UNIVAC®
DATA-PROCESSING
SYSTEMS



TRANSCOPY®
OFFICE PHOTOCOPIERS



PRINTING
CALCULATORS



DESKS &
CHAIRS



ELECTRIC
TYPEWRITERS

CALL OUR NEAREST OFFICE TODAY
... IT'S IN THE "YELLOW PAGES"

Israel Schools

From Page 20

this kind is capable of completing a two-year course at a trade school in one year. In this way cost of training for a handicraft will be reduced and the number of pupils learning trades will be increased.

In the pre-trade school classes the studies in most of the subjects are according to the general curriculum, but with additional hours for trades. In a pre-trade-school class the pupil works 12 hours a week in plumbing, turning or carpentry. Experience has shown that learning a trade does not cause any loss to other subjects. More than 10,000 pupils learn in the pre-trade school classes.

AN ADDITIONAL problem facing education—both elementary and higher—in Israel is the shortage of teaching staff. For the last four or five years unqualified teachers have been invited to undertake teaching. At present the unqualified teachers constitute 25 percent of the total number of teachers in elementary schools, as compared with 33 percent two or three years ago.

The Government Education Department and the Teachers' Association have, by concentrated and united efforts, completed the training of thousands of these teachers at special training centers set up all over the country for the purpose. Courses are conducted at these centers in the afternoons twice weekly, totaling 7 to 8 hours' instruction per week. At the end of every year supplementary examinations in 13 subjects—including English, general science, pedagogy and psychology—are taken by teachers.

Ever since its early beginnings, elementary schooling in Eretz Israel has comprised light classes of which the first four receive 24 hours tuition weekly and the higher ones up to 36 hours weekly. Most educators regard this structure as suited to the needs of a country of immigration constantly called upon to blend together pupils from different communities and to impart the Hebrew language and fundamental culture values to members of all layers of society.

This structure (which does not meet with the approval of the leadership of the high schools, who are of the opinion that a high school education worthy of its name requires six years of study—an opinion shared by the institutions of higher learning) is based largely upon the framework of the Free Compulsory Education Act.

On the other hand, the requirements of the absorption of immigration and integration of communities necessitates the setting up of additional stages over and above elementary education—stages which do not coincide with high school. The Government Education Department has this year begun setting up 2-year post-elementary institutions with a special curriculum constituting an independent unit. Public opinion is increasingly demanding the extension of the Compulsory Education Act to class IX age-groups.

ONE MAY SAY that in contrast to the elementary school, with its stable structure and its clearly-defined road paved through 70 years of struggles and experiments, the problem of post-elementary education has not yet been clarified in the State of Israel.

However, in spite of differences of opin-

ion on this matter, all educators are unanimous in acknowledging that the mission of education in Israel is to mould the form of the pupil that he may identify himself heart and soul with the vision of the nation of Israel and democratic values and to train him for creative Halutzic initiative in all spheres of life in the State.

It is the hope of all that in the same way as in the past the Hebrew school was the cradle of the renascent Israeli nation, it will, in the present and future, fulfill the function of a workshop for the spirit of the nation realizing what the Hebrew prophets assigned to "the end of days."

A.F.L.-C.I.O. \$6,000 Scholarship to Spires Student

JOYCE ELLEN ZARS, 17, one of the top ten in her senior class of 1,058 in Chicago suburban Proviso Township High School and student of an A.F. of T. leader-science teacher is a freshman at the Massachusetts Institute of Technology under one of the new \$6,000, four-year A.F.L.-C.I.O. scholarships. (*American Teacher*, March, 1959)

Miss Zars was selected for the award by the National Merit Scholarship Corporation, a non-profit organization from 1958-59 school year finalists. Her science teacher at Proviso was

Loren Spires, past president of the *West Suburban Teachers Union, Local 571*.

THE SCHOLARSHIP student is the daughter of Albert and Lloyd M. Zars of Bellwood, Ill. Due to her mother's illness during her senior high school year Joyce Ellen kept house for her father, mother and grandmother while winning her top grades.

She also found time for reading, to call it a hobby, and run a correspondence club for science fiction fans. Her ambition is to become a research chemist.



Seventeen year old Joyce Ellen Zars, student of union science teacher Loren Spires, receiving \$6,000 four-year A.F.L.-C.I.O. scholarship: From left, Daniel J. Healy of Chicago, A.F.L.-C.I.O. regional director, making award to Miss Zars; Stephen M. Bailey, Chicago Federation of Labor vice-president; Spires, and Miss Evelyn Gleason, president of West Suburban Teachers Union, Local 571, of which Spires is past-president.

New

BOOKS

Of Interest To Teachers

A HISTORY OF AMERICAN LABOR. Cloth. 459 pp. By Joseph G. Rayback, chairman of the department of history and acting head of the department of labor education, Pennsylvania State University, and past president and member of Penn State Chapter, Local 500 of the American Federation of Teachers. The Macmillan Company, 60 Fifth Ave., New York 11, N.Y., publisher. \$6.00.

The history of American labor is a fascinating and significant story which Dr. Rayback tells fully and interestingly. His book differs from previous books on this subject in two respects.

First, he considers labor not as a separate entity but as an integral part of American life. The growth of labor is viewed against the background of American economic, political, industrial, and social history, and the effect of labor on American life and institutions is discussed.

Second, the history begins with the period when workingmen broke the bonds of mercantilism to achieve dignity and economic prosperity. The author presents a vivid picture of labor's long effort to achieve status and the prosperity which America's democratic institutions and economic system have made possible.

EDUCATORS GUIDE TO FREE TAPES, SCRIPTS AND TRANSCRIPTIONS. Fifth edition, compiled and edited by Walter A. Wittich, professor of education, University of Wisconsin, and Gertie Hanson Halsted, formerly director, Radio Workshop, Stevens Point, Wis. Educators Progress Service, Randolph, Wis., publisher. \$5.75.

Of the 503 listings, 98 are new in this edition. The guide lists and classifies available tapes, scripts and transcriptions, describes the nature and content of each; indicates running time, provides name and distributor of each free tape, tells terms and condition of loan or use of each and

offers specific suggestions for use of each type of material.

Additionally, it brings to the educator, audio-visual director, and librarian information and suggestions on the purposes, nature, and uses of tapes, scripts, and transcriptions.

EDUCATION THROUGH PHYSICAL ACTIVITIES. Cloth. 377 pp. By Patric Ruth O'Keefe, director of health and physical education, Kansas City, Mo., public schools, and Anita Aldrich, supervisor of health and physical education, in the same schools. The C. V. Mosby Co., St. Louis, Mo., publisher. \$4.50.

This book emphasizes the educational values of physical activities. School authorities and community leaders are now recognizing more fully than in the past their obligation to provide learning situations for the physical, social, and emotional development of children and youth. This treatise provides materials, suggests teaching procedures and techniques, and presents ways of evaluating programs of physical education, safety, and recreation.

SPURS TO CREATIVE TEACHING. Cloth. 354 pp. By Laura Zirbes, professor emerita, Ohio State University. G. P. Putnam's Sons, 210 Madison Ave., New York 16, N.Y., publisher. \$5.75.

This is a book both of theory and of method. It is a basic book on creative teaching without being merely a textbook for its content cuts across the subject matter of almost every course offered in education.

EXPLORING PHYSICS. Cloth. 723 pp. By Richard F. Brinckerhoff and Judson B. Cross, instructors in physics, Phillips Exeter Academy, Exeter, N.H.; and Arthur Lazarus, physics instructor, Forest Hills High School, New York City. Harcourt, Brace and Company, Inc., publishers. \$5.20.

During these times of remarkable scientific accomplishments, a sudden

"discovery" by the general public of the important role of high school physics has led to much uninformed and hasty clamoring for change. This book deals with the popular questions being raised and carries a comprehensive study of gradual change based on sound and calm planning in this field of science. It contains many pictures and charts for better visual understanding of the problems it poses.

EDUCATING THE GIFTED. A book of readings. Cloth. 555 pp. By Joseph L. French, lecturer at University of Missouri's post masters guidance institute. Henry Holt and Company, Inc., 383 Madison Ave., New York 17, N.Y. publisher. \$5.50.

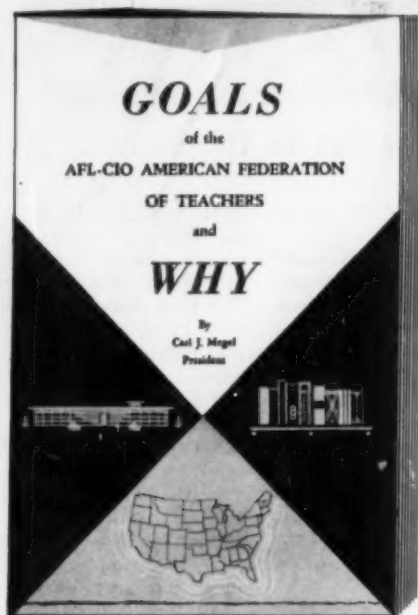
International competition, increased technological demands, and the demand for expanded public school programs have aroused widespread public interest in the education of talented youth.

Drawn from professional journals, the articles in this collection present a view of what is being done for the gifted, pose the problems inherent in educating such a group regardless of the special program selected, and report basic research findings in the field. They can provide the materials for a one-semester course on the gifted and can also be selectively used for guidance institutes or courses which discuss the problems of special education.

WORDS AND IDEAS. Paper bound. 83 pp. By Mary Didas, English department, Freeport High School, Freeport, N.Y. College Entrance Publications Corporation, New York City, publisher. List price \$1.10; school net \$.65.

This is a reading schools workbook offering short selections from the works of nine great American writers, together with exercises and vocabularies based upon the selections. Each chapter includes an extensive vocabulary list chosen exclusively from the works of the featured author.

UNIVERSITY MICROFILMS
313 N. FIRST ST.
ANN ARBOR MICH. 48106



What Teachers Want to Know About the Union

Interest Catching
A.F. of T. Literature



October is membership month, when A.F. of T. Locals across the country join in inviting more teachers to become members. There is no more dynamic way of telling the *Union Teacher Story* and the benefits of belonging than with the new

and revised literature now available from your National Office. These are booklets and leaflets of appeal to every teacher. All are handy size.

Goals of the American Federation of Teachers and Why. An interest arousing and thought provoking summary. Envisions teaching as the highest of professions. 16 pages. Red and black on white. \$5.00 per 100 or \$50.00 per 1,000

New Horizons for America's Teachers. 8 accordion folded pages, printed in orange, black and fawn. Most colorful of the A.F. of T.'s growing number of membership helps. \$3.00 per 100, or \$30.00 per 1,000

Questions and Answers About the American Federation of Teachers, revised. A 12-page booklet, in blue, black and white. Answers 22 questions most frequently asked about the A.F. of T. \$2.50 per 100 or \$25.00 per 1,000

Why I Joined the A.F. of T. Noted educators, statesmen and classroom teachers tell the story. Reprinted from the *American Teacher* magazine in an attractive 12-page booklet. Green and black on white. \$2.50 per 100 or \$25.00 per 1,000

Union Philosophy and the Professional, by Jack Barbash, professor of labor education, University of Wisconsin School for Workers. Tells why professionals need a union. \$2.00 per 100 or \$20.00 per 1,000

A Teachers Union Leader Views School Problems, by Carl J. Megel. Reprinted from Education Digest as condensed from Teachers College Record. \$2.00 per 100 or \$20.00 per 1,000

Smoked glass trays with A.F. of T. Goals imprinted in gold, 50 cents each. A.F. of T. windshield stickers, in blue and gold, 5 cents each or \$5.00 per 100. Stickers for envelopes or letterheads, 50 cents per 100

Since all items are priced below actual cost, please help us save bookkeeping by enclosing check or money order. Prices of other literature, buttons, pins, et cetera, on request.



